DOCUMENT RESUME

ED 181 243 CE 023 737

TITLE Guide to Federal Funding in Career Education, Education and Work and Vocational Education.
INSTITUTION Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.: National Inst. of Education (DHEW), Washington, D.C.: Office of Education (DHEW), Washington, D.C.
PUB DATE Sep 79
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education: *Career Education: Cooperative Education: *Educational Finance: Educational Innovation: Educational Research: *Education Work Relationship: *Federal Aid: Federal Legislation: Federal Programs: Grants: Interagency Coordination: National Programs: Postsecondary Education: Resource Allocations: *Vocational Education
IDENTIFIERS Fund for Improvement of Postsecondary Education: National Institute of Education: Office of Education: United States

ABSTRACT

Its purpose being to review legislative mandates, this pamphlet contains sections which describe the grant-making and funding scope of the Office of Education (OE), the Fund for the Improvement of Postsecondary Education, the Office of Career Education, the National Institute of Education (NIE), CETA (Comprehensive Employment and Training Act), the National Science Foundation, and such programs as Guidance and Counseling, the Handicapped Innovation Program, and the Women's Educational Equity Act of 1974 Program. Also described are programs of national significance in the Bureau of Occupational and Adult Education. These include Personnel Development, the National Center for Research in Vocational Education, Curriculum Coordination Centers, Bilingual Vocational Education, the Contract Program for Indian Tribes and Organizations, and the State Vocational Research Coordinating Units. An introductory section outlines the history of the Coordinating Committee on Research in Vocational Education and outlines its mission, which is to (1) develop a plan for establishing national funding priorities for vocational and career education, and education and work: (2) coordinate efforts of NIE, OE, and other agencies to avoid duplication of effort: and (3) develop a management information system for project monitoring and evaluation. (CP)

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ED181243

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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GUIDE TO FEDERAL FUNDING IN CAREER EDUCATION, EDUCATION AND WORK AND VOCATIONAL EDUCATION

By The Coordinating Committee on Research in Vocational Education

September 1979

U.S. Department of Health, Education, and Welfare
Patricia Roberts Harris, Secretary

Mary F. Berry, Assistant Secretary for Education

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
Ernest J. Bartell, Director

NATIONAL INSTITUTE OF EDUCATION
P. Michael Timpane, Acting Director

U.S. OFFICE OF EDUCATION
Commissioner of Education
Washington, D.C.

CE023137

1. Introduction

The Coordinating Committee on Research in Vocational Education was established within the U.S. Department of Health, Education, and Welfare by the Congress under the "Education Amendments of 1976" (Public Law 94–482). The Committee, composed of the Director of the National Institute of Education (NIE), the United States Commissioner of Education (OE) and the Director of the Fund for the Improvement of Postsecondary Education (FIPSE), was instructed to:

—Develop a plan for each fiscal year establishing national priorities for the use of funds available to these agencies for research, development, exemplary and innovative programs, curriculum development in vocational education, career education and education and work.

—Coordinate the efforts of NIE, OE, and FIPSE in seeking to achieve these national priorities in order to avoid duplication of effort.

—Develop a management information system on the projects funded pursuant to this plan in order to achieve the best possible monitoring and evaluation of these projects and the widest possible dissemination of their results.

Under this broad mandate, the Coordinating Committee has published this brochure, which is designed to inform prospective grantees and contractors of the various kinds of Federal funding for research, development, innovation and demonstration available to them in vocational education, career education, and education and work.

The Committee fully realizes that the various offices which carry out programs in the areas cited above often are not well understood. Therefore, some discussion of the Federal agencies represented by the Coordinating Committee is in order. Section 2 below outlines the administrative echelons within the Education Division of the U.S.

Department of Health, Education, and Welfare. Succeeding chapters outline the work of those offices within the Education Division which are primarily concerned with funding programs and projects in vocational education, career education and education and work.

This publication is by no means a primer on how to obtain a Federal grant or contract. Its function is more that of an introduction to Federal education funding in the specific areas of career education, vocational education, and education and work. In all cases, prospective contractors and grantees who want more information on programs and procedures should contact the program offices which appear best to fit their interests.

Lynn Demeester
Fund for the Improvement of Postsecondary Education

Sidney C. High, Jr.
Office of Career Education
U.S. Office of Education

Howard F. Hjelm
Bureau of Occupational and Adult Education
U.S. Office of Education

Lois-ellin Datta
The National Institute of Education

2. The Education Division of HEW

The Education Division was created as part of the Department of Health, Education, and Welfare (HEW) in 1972. Its mission is to recommend Federal education policies to the Secretary of HEW and to coordinate Federal education programs and activities both within HEW and throughout the rest of the Federal Government.

The Education Division is headed by an Assistant Secretary for Education, appointed by the President and responsible directly to the Secretary of HEW.

Besides directing the Education Division, the Assistant Secretary acts as the principal spokesperson for education in the Federal Government.

The Education Division is composed of the Office of the Assistant Secretary for Education, the Office of Education (OE) and the National Institute of Education (NIE). Both OE and NIE will direct sizable programs in career education, vocational education, and education and work.

Office of the Assistant Secretary for Education

Four important offices are under the immediate direction of the Assistant Secretary for Education:

- The National Center for Education Statistics
- The Fund for the Improvement of Postsecondary Education
- The Federal Interagency Committee on Education
- The Institute for Museum Services

National Center for Education Statistics

NCES collects statistical and other data and disseminates it to education decision-makers at all levels. In addition to numerous publications, NCES publishes an annual

Digest of Education Statistics and *The Condition of Education.*

Fund for the Improvement of Postsecondary Education

The Fund, a grant-making program modeled on the foundation concept, encourages improvement of education programs and services in our Nation's colleges, universities and other postsecondary institutions and agencies. It awards grants for projects designed to benefit both learners and educators, including many in the areas of vocational education, career education, and education and work. These grants are described more fully in section 3.

Federal Interagency Committee on Education

Established by Presidential Order, FICE helps coordinate education activities of Federal agencies and advises the Secretary of HEW on education issues. FICE representatives from some 30 agencies meet once a month under the chairmanship of the Assistant Secretary for Education. FICE subcommittees work on critical education issues such as education for the disadvantaged, education technology, education and work and education consumer protection.

The Institute for Museum Services

The Institute for Museum Services attempts to expand through grants, the educational role of museums, including zoological gardens, aquariums, botanical collections and science and history of technology museums.

Office of Education

OE is both the largest and oldest office in the Education Division. It is headed by the Commissioner of Education, who is appointed by the President.

OE was created by act of Congress on March 2, 1867, as an independent agency. In 1869 it became part of the Department of the Interior. In 1939 it was transferred to the

Federal Security Agency, which in 1953 became the Department of Health, Education, and Welfare.

When OE began operations in 1867, it had a staff of four and a budget of $25,000. Today it has some 3,000 employees and a budget of more than $7 billion.

OE administers more than 120 programs, most of them operated through State and local education agencies. These programs benefit students in virtually all of the Nation's 16,000 school districts, 3,000 universities and colleges, and 10,000 occupational schools.

OE is organized into seven Bureaus, several staff offices and staff attached directly to the Office of the Commissioner and Regional Offices in each of HEW's 10 regions across the country.

Each of the seven Bureaus is headed by a Deputy Commissioner who reports to the Commissioner. The Bureaus are: Bureau of Elementary and Secondary Education; Bureau of Education for the Handicapped; Bureau of Occupational and Adult Education; Bureau of Postsecondary Education; Bureau of School Improvement; Bureau of Student Financial Assistance, and the Office of Indian Education (designated by law as "Office" but operating at Bureau level).

Of the several staff offices, the Office of Career Education administers the Career Education Programs; and, of the seven bureaus, the Bureau of Occupational and Adult Education directs sizeable programs in vocational education.

Each of OE's Regional Offices is headed by a Regional Commissioner of Education responsible to the Commissioner for the administration of Federal education programs in the several states within the Region. The Regional Commissioner also assists the HEW Regional Director in coordinating Education Division programs with other HEW programs.

The Regional Offices serve as dissemination centers for information about the activities of the Education Division and provide technical assistance to State and local education agencies.

The National Institute of Education

NIE was established by Congress under the Education Amendments of 1972 as a research and development agency for improving education in America.

The authorizing legislation notes the need for "far more dependable knowledge about the process of learning and education . . ." and calls upon NIE to provide leadership in the conduct and support of scientific inquiry into the educational process.

NIE seeks to develop and disseminate improved education practices and products. At present, it is concentrating its efforts on six priority problem areas: (1) Basic Skills; (2) Education Equity; (3) Finance and Productivity; (4) School Capacity for Problem Solving; (5) Education and Work; and (6) Dissemination. NIE's programs in these areas are managed by three groups: Teaching and Learning, Educational Policy and Organization, Dissemination and Improvement of Practice. Research related to education and work is supported by all three groups.

3. The Fund for the Improvement of Postsecondary Education

The Fund for the Improvement of Postsecondary Education is a Federal grant program having as its general mission the reform, innovation and improvement of postsecondary education. The Fund's primary funding strategy is to provide "seed money" for approaches to improvement which are at an operational or pilot stage. Grants have averaged $70,000 per year, for an average of two years; 70 percent of all grants are awarded to colleges, universities and other postsecondary institutions; 30 percent are awarded to associations, State agencies, professional organizations, libraries, museums, labor unions, community organizations and other agencies which have significant roles in the provision of postsecondary education and services. The total program budget has been in the $11–13 million range for the past three years, with roughly half that amount available for new starts each year. In the broad comprehensive program, the Fund requires preliminary proposals from applicants which are reviewed prior to submission of final applications.

Perhaps a majority of projects receiving awards each year have significant implications in the area of education and work—this is not surprising in view of the importance of career concerns to individuals participating in postsecondary education. However, several trends, including increased participation of adults and the felt need to better relate liberal arts and career preparation, have certainly augmented this emphasis in recent years.

Projects typically supported by the Fund reflect these and other developments in postsecondary education. Several support efforts by liberal arts colleges to increase the career relatedness of their offerings, often through the development of joint degree programs with more occupationally oriented institutions—community colleges, public

and private training institutions. Other approaches within such colleges have included the strengthening of internship components and increasing the career and work orientation of the faculty. Other projects found in significant numbers address efforts at other levels of postsecondary education—approaches to competency-based education and training in occupational and professional fields; and new forms of counseling and information provisions which seek to integrate career and educational options. Recently, educational activities originating at the work site have been funded.

As was indicated above, the Fund places its emphasis in short-term, modest support for activities at or near the operational stage. It expects significant local contributions to the activity. The Fund does not support basic research, but can support applied assessment and evaluation efforts which seek to have fairly immediate impact on practice or policy. Typical project designers and directors are administrators, counselors and faculty members.

Interested parties should contact the Fund at the number and address below to receive further guidance regarding deadlines and program information. In addition, the Fund issues annually a publication entitled *Resources for Change, A Guide to Projects* which contains one-page descriptions and listings of contact persons for all active projects.

Director
Fund for the Improvement of
Postsecondary Education
Room 3123
Federal Office Building 6
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-8091

4. The Office of Career Education

The Office of Career Education, within the Office of Education, administers the two Career Education Programs authorized by the Career Education Incentive Act of 1977 (Public Law 95-207). The two programs are: a small discretionary program (identified as No. 13.554 in the Catalog of Federal Domestic Assistance) and a larger State plan/State allotment program (identified as No. 13.596 in the FDA).

Under the State plan/State allotment program (CFDA No. 13.596), each State desiring to participate submits a State Plan for Career Education for approval by the U.S. Commissioner of Education. Then the funds appropriated by the Congress each Fiscal year are divided among the participating States, with each State being allotted a pro-rata share of the funds based on the State's population aged 5 to 18. The State Educational Agency in each participating State utilizes the funds, in accordance with its approved State Plan for Career Education, to further the implementation of career education in the elementary and secondary schools of the State. The activities within each State are coordinated by an official in the State Education Agency who is designated as the State Coordinator of Career Education.

Under the discretionary program (CFDA No. 13.554), the U.S. Office of Education is authorized to award discretionary grants and contracts to support:

1. Model demonstration projects dealing with career education at the elementary/secondary level.
2. Demonstration projects dealing with career education at the postsecondary level.
3. Dissemination of information about Federal sources of occupational and career information.
4. Dissemination of information about exemplary career education programs which are already in operation.

Eligible applicants for the model demonstration projects at the elementary/secondary level include State and local education agencies, institutions of postsecondary education, and other non-profit agencies and organizations. Eligible applicants for the demonstration projects at the postsecondary level include institutions of postsecondary education, public agencies, and non-profit private organizations.

The dissemination of information about Federal sources of occupational and career information is accomplished with funding which the Office of Career Education makes available to the National Occupational Information Coordinating Committee. The dissemination of information about exemplary career education programs which are already in operation is accomplished with funding which the Office of Career Education makes available to the National Diffusion Network.

Under the discretionary program (CFDA No. 13.554), a total of $200,000 of Fiscal Year 1979 funding was made available to the National Occupational Information Coordinating Committee and to the National Diffusion Network for dissemination activities. No Fiscal Year 1979 funds were made available for demonstration projects at either the elementary/secondary or the postsecondary levels. If, in future fiscal years, funding is made available for discretionary demonstration projects, it is anticipated that a notice will be published in the *Federal Register* each year providing program information, application deadlines, and application instructions to interested applicants. While it is expected that most of the discretionary career education awards would be in the form of grants, a few procurement contracts might be awarded each year. Requests for Proposals (RFP's) for such special purpose procurement contracts would be announced individually in the *Commerce Business Daily*.

During the first year of operation of the Career Education Incentive Act (Fiscal

Year 1979), a total of $18,700,000 was made available for the State plan/State allotment program (CFDA No. 13.596). These funds were distributed to the 49 States and seven territories that applied to participate in the program. (The participants included all States and territories except New Mexico.) The amounts awarded to individual States varied from the minimum allotment of $125,000 (awarded to 16 States with small populations) to the maximum allotments of more than one million dollars each awarded to California, New York, and Texas. It is not known at this writing what amount of funding will be made available for the State plan/State allotment program for the remaining years of the Career Education Incentive Act (Fiscal Years 1980 through 1983).

The standing Federal Regulations for the Career Education Incentive Act were published in proposed form in the *Federal Register* of December 18, 1978 (Volume 43, Number 243, Pages 58912 through 58926). It is anticipated that the final version of these Federal Regulations will be published in the *Federal Register* by the Fall of 1979. The Federal Regulation for the State plan/State allotment program (CFDA No. 13.596) has been designated as 45 CFR Part 161. The Federal Regulation for the discretionary program (CFDA No. 13.554) has been designated as 45 CFR Part 161a.

Further information about the State plan/State allotment program was published in the *Federal Register* of May 14, 1979 (Volume 44, Number 94, page 28109) and in the *Federal Register* June 28, 1979 (Volume 44, Number 126, page 37891). Information about discretionary demonstration projects funded under earlier career education legislation is available in the ERIC System under the following ERIC document numbers: ED-149-051, ED-155-485, ED-158-005, ED-160-894, and ED-163-226.

Persons desiring additional information about the Career Education Programs authorized by the Career Education Incentive Act of 1977 should contact the Office of Career Education in the Office of Education at the address shown below:

Office of Career Education
U.S. Office of Education
Room 3100, ROB–3
Washington, D.C. 20202
(202) 245–2331

5. The Bureau of Occupational and Adult Education

The Division of Research and Demonstration in the Bureau of Occupational and Adult Education administers the vocational education discretionary programs. These include: Programs of National Significance, Personnel Development Bilingual Vocational Education Programs and Contracts with Indian Tribes and Organizations.

Programs of National Significance

The primary funding mode is through contracts although in some cases grant awards may be made when there is reasonable probability that the project will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms within five years after the termination date of the grant.

Project competitions are announced as Requests for Proposals in the *Commerce Business Daily.* Potential bidders usually have 60 days in which to submit their proposals. Project support includes nationally significant applied research and development; exemplary and innovative programs; curriculum revision, development and dissemination; demonstrations, and personnel training. No cost sharing is required.

Contracts may be awarded to public organizations, institutions and agencies; nonprofit institutions and agencies and individuals.

Personnel Development

The Primary funding mode is fellowships to individuals and grants to approved institutions. Announcements of the competitions for fellowships are made in the Federal Register.

There are two programs for vocational education personnel development:

1. *Leadership Development.* Experienced vocational educators enroll full-time for a period not to exceed three years of grad-

uate study in vocational education leadership development programs that are approved by the Office of Education.

Eligible individuals must (a) have had not less than two years of experience in vocational education or in business or industrial training or military technical training, or in the case of researchers, experience in social science research which is applicable to vocational education; (b) hold a baccalaureate degree; (c) be employed or have assurance of employment in vocational education; (d) be recommended for the leadership program by their employer or others; (e) be eligible for admission to an approved graduate program; and (f) plan to enroll for full-time graduate study.

Institutions of higher education establish their eligibility by submitting applications to the Office of Education for approval of their graduate vocational education leadership development programs. The institution must offer a comprehensive program in vocational education including at least five recognized fields of vocational education and such disciplines as educational administration, guidance and counseling, research and curriculum development. Training must be provided in leadership skills necessary to increase the participation of disadvantaged and under-represented persons in vocational education programs at all levels.

2. *Certification Fellowship.* Two categories of persons are eligible for fellowships for study at colleges or universities for a period not to exceed two years. Applicants may be certified teachers who are unable to find employment in their field of previous training and have skills and experience in vocational fields for which there is a need for vocational teachers and for which they can be trained to be vocational teachers. Or applicants may be persons in business, industry or agriculture who have skills and experience in vocational fields for which there is a

need for vocational teachers and have been accepted by a teacher training institution for enrollment in a program preparing vocational teachers.

The Vocational education certification fellowship programs of institutions of higher education are approved by the Office of Education if they are capable of enabling unemployed certified teachers or persons from industry, business or agriculture to become certified vocational teachers or certified for a particular vocational area of teacher shortage, if the education and training received will be of the same type as that offered to undergraduate students preparing to become vocational teachers, and if the undergraduate program meets requirements for certifying in the State where the institution is located.

Application forms for the described training and development programs may be secured from the Division of Research and Demonstration, Bureau of Occupational and Adult Education, Room 5640, ROB–3, U.S. Office of Education, Washington, D.C. 20202. In order to expedite receipt of application forms, the following Catalog of Federal Domestic Assistance numbers should be used:

13.503A—Vocational Education Graduate Leadership Development Program—Institutions

13.503B—Vocational Education Graduate Leadership Development Program—Individuals

13.578 —Vocational Education Teacher Certification Fellowship Program

National Center for Research in Vocational Education

The U.S. Office of Education established a National Center for Research in Vocational Education (NCRVE) to: (1) conduct applied research and development activities, (2) provide leadership development activi-

ties for State and local leaders in vocational education, (3) disseminate the results of vocational education research and development, (4) maintain a clearinghouse on research and development projects supported by the States and the U.S. Office of Education, (5) generate national planning and policy development information, and (6) provide technical assistance to States, local and other public agencies in developing methods for evaluation of vocational education programs.

Curriculum Coordination Centers

The six regionally located curriculum coordination centers operate separately while still providing an orderly system for sharing curriculum development products and services. A major function of each center is to provide leadership in curriculum information resources. While center services vary according to regional needs, common functions include evaluation of curriculum needs; coordination of curriculum development activities; field testing and evaluation; collection and dissemination of information on new and developing materials; response to requests for materials and information; curriculum inservice training; and provisions for technical assistance. The centers receive Federal funds through competitive contracts from the U.S. Office of Education.

Bilingual Vocational Education

The bilingual vocational education program is designed to train instructors and provide vocational training for out-of-school youth and adults and postsecondary students of limited English-speaking ability. Sixty-five percent of the appropriated funds are for bilingual vocational training grants, 25 percent for bilingual vocational instructor training grants and 10 percent for bilingual vocational instructional materials, methods and techniques contracts. Programs are transitional, including instruction in the English language and in the trainee's

dominant language so that participants will be able to enter or advance in jobs in English-speaking work environments. No cost sharing is required.

1. *Bilingual Vocational Training.* Announcements are made in the *Federal Register* of competitions and closing dates for receipt of applications for grants to conduct vocational training programs for persons requiring English language skills to perform adequately in occupations. Training allowances to participants are an allowable cost. Programs for regular secondary school students are not eligible.

   Eligible applicants include State agencies, local educational agencies, postsecondary educational institutions, private non-profit organizations especially created to serve groups whose language as normally used is other than English and private for-profit agencies and organizations. Typically 10 to 12 projects are funded each year, with a funding range from $55,000 to $360,000, serving from 15 to 300 participants each. Dominant languages have included Spanish, Chinese, Indian, Eskimo, Russian, Vietnamese and French.

   Copies of applications are submitted to the appropriate State Board for vocational education for comment. All applications for the bilingual vocational training program must use the Catalog of Federal Domestic Assistance number 13.558. Application forms may be secured from the Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, Room 5042, ROB-3, Washington, D.C. 20202.

2. *Bilingual Vocational Instructor Training.* Announcement of competitions and closing dates for receipt of applications to conduct preservice or inservice programs to meet the shortage of instructors, aids and ancillary personnel such as guidance and counseling personnel for bilingual

vocational training programs is made in the *Federal Register.* Fellowships to individuals and traineeships for student and institutional support are allowable costs within each project.

Eligible applicants are State agencies, public and private non-profit educational institutions and private for-profit educational institutions. The applicant institution must have an ongoing vocational training program and be able to provide instructors with capability in the dominant language of participants in the bilingual vocational training program for which persons are being trained.

Applications for the bilingual vocational instructor training program must use the Federal Code number 13.586. Application forms may be secured from the Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, Room 5042, ROB–3, Washington, D.C. 20202.

3. *Bilingual Vocational Instructional Materials, Methods and Techniques.* The primary funding mode is procurement contracts to develop and test instructional materials and encourage research, demonstration and dissemination projects for bilingual vocational training programs. The procurement contract competitions are announced as Request for Proposals in the *Commerce Business Daily.* Potential offerors usually have 60 days in which to submit their proposals.

   Contracts may be awarded to State agencies, public or private educational institutions, non-profit organizations, private for-profit organizations and individuals. Usually, only one or two competitive awards are made each fiscal year.

Contract Program for Indian Tribes and Indian Organizations

This program seeks to improve vocational training opportunities for Indians by funding projects for a period not to exceed three

years. Grants are awarded to tribal organizations of Indian tribes which are eligible to contract with the Bureau of Indian Affairs, U.S. Department of the Interior, for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or the Act of April 16, 1934. The definition of "Indian tribe" includes any Alaskan village or corporation recognized as eligible for special programs and services in the Alaska Native Claims Settlement Act. Announcement of competitions and closing dates for receipt of applications is made in the *Federal Register.*

Applications are submitted to the Office of Education by the Indian tribal organization through the tribe. If the project is to serve more than one tribe, it must include approval by each tribe to be served in the project. The applicant is required to submit copies of the application directly to the Bureau of Indian Affairs and to the appropriate State board for vocational education for review in terms of duplication of funding. The Federal Catalog of Domestic Assistance code number to be used on all applications is 13.588. No cost sharing is required.

Application forms may be secured from the Division of Research and Demonstration, Bureau of Occupational and Adult Education, U.S. Office of Education, Room 5042, ROB-3, Washington, D.C. 20202.

State Vocational Research Coordinating Units (RCU's)

The RCU's were established under grants from the Commissioner in 1965–66 and have continued to serve State Departments of Vocational Education in support of research and development. The Education Amendments of 1976 provide funds to the RCU's through the formula grants that go to each State in support of vocational education. Under the 1976 Amendments, the RCU's are charged with the responsibility of coordinating research, demonstrations, and curriculum projects and administrating contracts for those three areas. The Com-

missioner provides national leadership to the Research Coordinating Units and provides for coordination and dissemination of products and reports resulting from research and development efforts in the States, including incorporation of materials into the national ERIC network.

6. The National Institute of Education

The National Institute of Education was created by the Congress in 1972 to "help solve or alleviate" critical problems of American education through research and development. The stress on research and development should be noted. NIE does not fund demonstration projects nor does it contribute to the operating costs of schools or school-related programs.

In the last five years, the Institute has funded approximately $92 million in contracts and grants for research and development in education and work. An annual plan for the Institute describes priorities in the three groups supporting research related to education and work. This plan is available from the Publications Office, National Institute of Education, Washington, D.C. 20208.

Almost anyone is eligible to receive a grant or contract, although of course selection of any proposal is based on rigorously applied scholarly and scientific criteria. Unlike many other Federal agencies, the Institute does not distribute funds on a "formula" basis or through scheduled yearly competitions. Approximately 80 percent of NIE's funds in the current fiscal year will be used to provide continuing support for long-term research and development programs. The remaining funds will be used to support new activities.

The Institute's intention to support new work is generally announced through either a grants competition or a request for proposals.

Grants Competitions. These generally call for research proposals in areas of specific interest to one of NIE's program groups. The areas covered by a particular competition, as well as that competition's application procedures, eligibility requirements and deadlines are announced in the *Federal Register.* Competition announcements are also widely distributed to research institutions, colleges and universities, education associations and individuals.

Request for Proposals (RFP). These are formal procurement actions which announce NIE's intent to issue a contract to carry out specific tasks, such as the evaluation of an ongoing project. Brief synopses of all RFP's are published in *Commerce Business Daily;* that summary also explains how to acquire the complete RFP.

The Institute will also consider unsolicited proposals which meet basic eligibility criteria and yet do not fall within the scope of an announced RFP or competition. Either a grant or contract may be awarded; however it is unlikely that the Institute will be able to fund more than a small percentage of the unsolicited proposals it receives each fiscal year. Application information for unsolicited proposals can be obtained by writing: NIE Proposals Clearinghouse, National Institute of Education, Washington, D.C. 20208.

7. Additional Funding Sources in These Fields

Comprehensive Employment and Training Act of 1973

The purpose of CETA is to provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons. A flexible, decentralized system of Federal, State, and local programs was established to assure that training and other services would lead

to increased earnings and enhanced self-sufficiency. Funds are allocated each fiscal year based on the official Census or certified updates. Allocations made to prime sponsors are published in the *Federal Register* after enactment of any fiscal year appropriation. For further information contact the appropriate Regional and Employment Training Office or

Employment and Training Administration
Department of Labor
601 D Street, N.W.
Washington, D.C. 20213
(202) 376-7006
or
(202) 376-2649

Women's Educational Equity Act of 1974 Program

The purpose of this Program is to provide educational equity for women at all levels of education. Grants and contracts are awarded for activities in research and development, evaluation, dissemination, and guidance and counseling. Support is provided for the improvement and expansion of special and innovative programs. Funds are available to State and local governments, private non-profit organizations and institutions, and individuals. Projects must have a substantial national impact in furthering the purpose of providing educational equity for women. For further information contact:

Women's Program Staff
Room 2147
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 245-2147

Handicapped Innovative Programs

The Education of the Handicapped Act awards grants/contracts to improve and expand innovative educational/training services for handicapped children and youth, and to improve the general acceptance of such people by the general public, professionals and possible employers. Projects are

designed to serve handicapped children and youth in deinstitutionalized and/or integrated settings, and to provide in-service training of staff and dissemination of materials and information. For additional information contact:

Bureau of Education for the Handicapped
400 Maryland Avenue, S.W.
(Donohoe Building, Room 3135)
Washington, D.C. 20202
(202) 472–2535

Guidance and Counseling

Under the Education Amendments Act of 1976, the Office of Education was authorized to award both formula and project grants in the areas of guidance and counseling. These grants are to provide funds for programs, projects, and leadership activities by States in guidance and counseling; to increase the coordination of guidance and counseling activities at the Federal, State and local levels; and to improve the qualifications of guidance and counseling personnel. For further information contact:

Dr. Bryan Gray
Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 472–1357

National Science Foundation

The National Science Foundation awards grants which help create a more effective supply of scientific manpower by providing opportunities for students in science at all educational levels. The purposes of these projects are to improve the capabilities of academic institutions for education and research training by developing curricula and modes of instruction, to provide support for science education improvement, and to provide information in sciences and technology

to students pursuing careers in other areas by designing, developing, and evaluating instructional materials, courses and curricula. For further information contact:

National Science Foundation
1800 G Street, N.W.
Washington, D.C. 20550
(202) 282-7754
or
(202) 282-7900

8. Useful Addresses

Federal Register

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
$50.00 per year

Commerce Business Daily

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
$80.00 per year; $105.00 per year via first class

Catalog of Federal Domestic Assistance

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